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ABSTRACT

Jackson State Community College (JSCC) is a state supported institution in rural West Tennessee under federal mandate to increase the proportion of black enrollments to reflect the proportion of blacks in the college's service area. In response to the mandate and to declining enrollments in general, a project was undertaken to develop a recruitment plan that would increase the number and percentage of black students in the student body. First, literature reviews were conducted on barriers faced by blacks entering higher education, existing recruitment strategies at other institutions, and national trends in minority enrollments. In addition, discussions were held with JSCC admissions staff and a set of short- and long-term enrollment goals were established for black students at the college. From these activities, recommendations for a recruitment strategy at JSCC were developed, emphasizing the importance of support for the plan at the highest levels and the creation of a positive "campus climate" for an effective recruitment program. It was also recommended that strategies be included to increase the available pool of prospective students and at least one staff position be established to coordinate black student recruitment and related activities. Finally, financial aid packages were recommended which de-emphasize loans in paying for college. Appendixes include enrollment data, survey instruments, and the student recruitment plan. (Contains 25 references.) (MAB)

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THE DEVELOPMENT OF A BLACK STUDENT RECRUITMENT PROGRAM AT JACKSON STATE COMMUNITY COLLEGE

Emergence Of Higher Education In America

Fred D. Williams

Jackson State Community College

Deo Nellis

International Cluster

A Practicum Report presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education

Nova University

August, 1993

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Abstract of a Practicum Report Presented to Nova University in Partial Fulfillment for the Degree of Doctor of Education

THE DEVELOPMENT OF A BLACK STUDENT RECRUITMENT PROGRAM AT JACKSON STATE COMMUNITY COLLEGE

By

Fred D. Williams

August, 1993

The purpose of this practicum was to develop a student recruitment plan for black students at Jackson State Community College (JSCC), which is a two-year public institution located in rural West Tennessee. The problem which precipitated the study is twofold. First, The two public higher education systems in the State of Tennessee are under federal mandate to increase the number of minority students. Second, the percentage of minority students attending JSCC is less than the minority population in the College's service area. An exhaustive literature review was conducted. The literature review helped to shape and guide the

development of the student recruitment plan. Discussions with JSCC college officials and students were also instrumental in completing this developmental study. The resulting product was a student recruitment plan for minority students. This minority student recruitment plan was designed to increase the number and percentage of black students attending JSCC. The major conclusions ensuing from this study were that support for such a recruitment program must have the support of the highest level administrators and faculty, and that a positive "campus climate" is essential for an effective minority student recruitment program. A principle recommendations derived from the study is that the issue of student retention be weighted equally with student recruitment. Other recommendations are that special efforts be made to recruit minority students for those academic disciplines where minority students are under represented, and that special efforts should be made to recruit black males and older black students.

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Chapter 1

INTRODUCTION

Background and Significance

Jackson State Community College (JSCC), a state supported institution, is governed by the Tennessee Board of Regents and is located in a city of approximately sixty thousand people. The College serves a fourteen county area in rural West Tennessee. The black population of the service area, represents 19 percent of the service area's total population. Black student enrollment at JSCC for the 1992 fall semester accounted for 15 percent of the total student enrollment. Prior to 1985 there was little attention paid to student recruitment, in general, and no special strategies were designed to recruit black students.

Official JSCC fall enrollment reports for 1985 reveal that total enrollment declined 17 percent from Fall, 1983 through Fall, 1985. In 1985, 12 percent of the total enrollment and 18 percent of the new freshmen enrollment was black. The drastic decline in total enrollment, coupled with the legal racial discrimination settlement spawned by the Geier v.

Alexander (1984) decision, made it necessary for JSCC to reexamine its student recruitment practices.

In 1984, the two public systems of higher education in Tennessee, The University of Tennessee (UT) and The Tennessee Board of Regents System (TBR), were deemed by federal court (Geier v. Alexander) as fostering dual and racially identifiable higher education systems. The Stipulation of Settlement (hereafter refereed to as Settlement), for Geier v. Alexander mandated that the universities and community colleges in both systems of higher education take steps to increase "other race presence." One stipulation of the Settlement directed that the two systems of higher education establish short-term and long-term goals for other-race enrollment. In 1985, a long term "other race" enrollment goal of 21 percent was established for JSCC by the Tennessee Board of Regents. The long term objective was to achieve 21 percent other race enrollment by 1995-96.

The purpose of this developmental practicum was to develop a black student recruitment plan for JSCC. Such a plan is needed at the college to increase the percentage of black student enrollment to a level that

will, at minimum, reflect the black population in the College's service area. Additionally, this recruitment plan, in part, will assist JSCC in complying with the Settlement.

In 1986, a student recruitment program, of sorts, was put into place at JSCC. Extra staff was hired, at that time, to accommodate the student recruitment function. However, special efforts were not made to develop specific strategies to recruit black students.

According to a report issued by the American Association of Community and Junior Colleges in 1990, and cited by Angel and Barrera (1991), minorities comprised 22 percent of students enrolled in the nation's community colleges. Black students made up 10 percent of the total minority enrollment (Angel & Barrera, 1991). The figures noted above certainly do not reflect the percentage of minority groups within the United States population. In 1988, the American Council of Education released a report, <u>One-Third Of A Nation</u>, which projected that by the year 2000, one third of all school age children will be minorities. The challenges to higher education posed by these demographic realities are critical ones when considered

concomitant with evidence that our national record of success with minority participation in higher education abruptly ceased in 1978 (Angel & Barrera, 1991).

There are national, regional and local problems posed by the poor participation rates of minorities in higher education. Parnell (1990) and Levine (1989) discuss the short-term and long-term implications of a large minority population without the necessary training to contribute positively to society. If the United States is to maintain it position of world leadership and standard of living, then a world-class work force is a necessity. The goal of a world-class work force cannot be reached if one-third of the nation's population is victimized by defacto or dejure exclusion from the benefits higher education. If blacks and other minorities do not participate in higher education, (and experience success), then they cannot become future participants in the work force and thus cannot become contributing members of society.

Parnell discusses the necessity for officials at institutions of higher learning to enhance the participation and success of at-risk students. Educators at JSCC have a responsibility for preparing

students to enter the job market as successful entities and are committed to providing educational opportunities for a diversified student body. Indeed, a part of JSCC's mission noted in the most recent Catalog/Student Handbook, states that the College is committed to providing "an educational environment of a non-racially identifiable institution (Jackson State Community College Catalog/Student Handbook (1993-94,) p. 9.).

Reviewing literature relating to barriers faced by blacks and other minorities entering higher education was useful in guiding the development of this practicum. The literature pertaining to student recruitment strategies at other colleges and universities also helped to shape the student recruitment strategies which evolved from this study. The analysis of prior enrollment trends and feedback obtained from the admissions and student recruitment staff also proved valuable in completing this study. Developing an evaluation procedure to access the value and effectiveness of the student recruitment program was the final step in developing a student recruitment program for black students at Jackson State Community

College, and was also influenced by the literature review.

The resulting product of this study was carried forward as a black student recruitment program at Jackson State Community College. The student recruitment program is based on the premise that effective student recruitment strategies will increase the number and percentage of black students who enroll at JSCC.

RESEARCH QUESTION

The question for this study was: "What is an appropriate plan to recruit black students at Jackson State Community College?" Reversing the trend of declining minority enrollments at the nation's colleges and universities was one challenge to higher education discussed in the Emergence Of Higher Education In America Seminar. Building Communities: A Vision For A New Century, is described by Bryant, Kintzer and Wattenbarger (1990) as a work, likely to become "the leading catalyst for statewide and institutional planning" (p.136-37). Students in the Emergence of Higher Education Seminar were "urged to study this document and use it to appraise local and statewide

situations" (Kintzer et al. 1990, p 137). One recommendation offered by Building Communities, is that community colleges should reaffirm the commitment to equality of opportunity as an essential goal. "Every college should declare, with pride, and conviction, its determination to serve all ages and racial and ethnic groups" (Building Communities, 1988 p. 10). In pursuit of this objective colleges should develop an aggressive outreach plan for disadvantaged students (Building Communities, 1988). The purpose of this developmental practicum is to increase black enrollment at JSCC and relates directly to the topic of increasing minority access to higher education discussed in the Emergence of Higher Education In America Seminar.

Chapter 2

REVIEW OF THE LITERATURE

A literature review was conducted to identify barriers to higher education faced by black students, to determine enrollment trends for black students at community colleges at the national, state and institutional level and to identify exemplary minority recruitment strategies. ERIC documents, texts and journals were reviewed as a part of the literature search. Additionally, pertinent historical student enrollment data from the JSCC Institutional Research Office and Computer Center were examined.

Barriers to American higher education for blacks are numerous. Mulder (1991), finds that many black students are unprepared or under prepared for the rigors or college academics. Although the problem of unpreparedness and/or under preparedness is not confined to one ethnic group, the impact of the lack of preparedness may be most severe in minority students aspiring to higher education (Mulder 1991). Mulder (1991) purports that differences in academic opportunities of blacks and other racial groups can be traced to inadequate curricula linguistic difficulties

and family concerns. A 1986 study conducted by the Michigan State Board of Education and the Michigan Equal opportunity Council cited by Mulder (1986), identifies inadequate math and writing instruction, improper placement, improper counseling and program placement and racial prejudice as barriers affecting the college admission of minority high school graduates. Smith (1990) finds that black students enter college with educational deficits which result from earlier years of schooling. Poor academic preparation at the secondary school level is also cited by Morgan (1990) and Cardenas and Warren, (1991) as a barrier to black enrollment.

Mandatory academic placement testing and poor academic preparation resulting from improper assessment, advising and academic placement are identified as barriers to black student enrollment at community colleges by Cardenas and Warren, (1991). Cardenas and Warren (1991) suggests that assessment can become a barrier to enrollment when the process is used to limit access to certain programs, or when the assessment process is too mechanical, not adequately explained or is generally insensitive to students.

Closely related to academic assessment is the issue of academic placement. If the academic placement process is poorly developed and does not provide for remedial course work, it can serve as an obstacle to enrollment for those who need it most (Cardenas & Warren, 1991).

There is substantial evidence which suggest that changes in the availability of financial assistance programs have adversely affected black enrollment, as well as black students' college choice during the past decade. During the 1980's, the emphasis of student aid programs shifted from grants to loans and many low income and minority students were forced to obtain loans, which often were substantial, in order to attend college (Jaschik 1990): (Financial Aid Affects, 1990). The changes in federal financial aid programs have had a substantial impact on the black freshmen' financial aid package and that these student must now rely on loans to finance their education (Financial Aid Affects, 1990). Evans (1987) cites a study by the United Negro College Fund which suggests that many black students are required to assume loan debts larger than their families's annual income.

Minority families, unlike their Anglo counterparts, do not have the same financial option to send their children through college and black families often cannot borrow from private lenders because they have no established credit, nor can they borrow against assets which they do not hold (Chavez, 1986). The relationship between family income and the ability to pay college expenses is significant (St. Johns, 1989). St John (1989) finds that family income is a notable factor with students from middle and high-income families enrolling in college at a higher rate than students from low-income families.

The influence of institutional racism as a barrier to black student enrollment is cited by Oteri and Malaney (1990), Mulder, (1991) and Cardenas and Warren, (1991). This barrier, to minority recruitment, perhaps, has as much to do with the reality of the student's experience as with the student's perception of the institutional environment or campus climate. One study (Mulder, 1991) notes that blatant racial incidents have less impact on the recruitment of minority students than do other subtle forms of racism, such as exclusion from study groups and condescending

attitudes of faculty and staff. A publication sponsored by the National Association of Independent Colleges and Schools offers several suggestion questions for an institution to use in assessing the campus climate for recruiting minority students. The assessment questions include items relating to special recruiting programs for minority students, minority faculty and staff and literature which reflects multi-ethnic commitment of the institution (Understanding Campus Climate, 1991.)

In 1988, 43 percent of all black students enrolled, nationally, in postseconcary education attended two year colleges (Thomas & Hirsch, 1989). Angel and Barrera (1991) cites ACE research that finds that in 1988, minorities composed 23 percent of the enrollment at the nation's community colleges, compared to 16 percent of the enrollment at four year institutions. A study by Barrera and Angel (1991) finds that black student enrollment at community colleges reflected an overall gain of 15 percent between 1983 and 1988. The increase in minority enrollment at two-year colleges is attributed, in part, to escalating costs and rising admissions standards at

many white four-year colleges (Thomas & Hirsch, 1989). These national enrollment gains, however, were tempered by the fact that white student enrollment grew, across the board, by 34 percent during the same period (Barrera & Angel, 1991).

Black student enrollment, at community colleges in the State of Tennessee actually declined slightly between 1983 and 1989, from 15.8 percent to 14.3 percent. The percentage of black enrollment in the State's community colleges in 1991 reflected a slight gain, (from 1989), to 15.2 percent (Statistical Abstract of Tennessee 1991). In 1983, 36 percent of all black students attending public supported institutions of higher education in Tennessee, attended community college. By 1991, the percentage of black students enrolled in public supported colleges and universities attending community colleges showed a gain to 40 percent. (Statistical Abstract of Tennessee 1992).

The percentage of black student enrolled at Jackson State Community College, mirroring State trends, declined from 13.6 percent in 1983 to 12.4 percent in 1987. Black enrollment, as a percentage of

the total enrollment at JSCC, has increased slightly each year since 1988. Black students attending JSCC, in 1988 made up 12.8 percent of the total enrollment. The percentage of black students attending the College increased to 13.6 percent in 1990 and reflected 15 percent of the total enrollment in 1992. (JSCC Semester Enrollment Report 1992): Statistical Abstract of Tennessee, 1992).

Effective student recruitment strategies are essential for a successful student recruitment program. The Board of Trustees for Community-Technical Colleges in Connecticut has adopted a long-range plan to address the challenge of recruiting black students (Williams & Cox, 1991). The plan identifies a series of specific goals, with prescribed timetables and objectives to achieve the larger goal of minority student access. Among the measures taken to increase black enrollment at the community colleges in Connecticut are billboard advertisements, radio and television commercials, advertisement in minority newspapers and institutional publications that are targeted specifically to black high school students (Williams & Cox, 1990).

Mulder (1991) opines that student recruitment initiatives should recognize conceptual and practical linkages within a student's intellectual, personal and social development. Some community colleges, therefore, are developing creative early intervention programs designed to identify students from elementary and secondary schools who lack motivation or adequate preparation for college (Mulder 1991). One early intervention program implemented at Lake Michigan College and funded by the Whirlpool Foundation, assigns volunteer faculty, staff and community members as mentors to inner-city youth. The youths, who are promised a scholarship upon graduation from high school, are contacted by their mentor at least once a month, attend summer camp and participate in other activities to complement their regular school work (Mulder 1991).

Wayne County Community College in Detroit, instituted the Urban Teachers Program which is designed to recruit minority teachers from minority groups, primarily older blacks, through partnerships with four year institutions. This program, designed to familiarize the participants with the urban classroom,

provides the participants with several semesters of field work in Detroit-area schools under the guidance of a mentor prior to receiving the associate degree and transferring to a four-year college (Mulder, 1991).

Charles Taylor (1987) presents a student recruitment model which describes several minority student recruitment strategies. One strategy offered in this model is the development of a newsletter to be disseminated, beginning in middle schools, which provides information about collegiate offerings and high school course requirements needed for admissions. A strategy, often ignored by college recruiters is the process of actively involving middle and high school teachers in the identification of potential minority students (Taylor 1987). Other strategies offered by Taylor (1987), include involving currently enrolled minority students in the recruitment of minority students, and establishing linkages with local minority networks.

Green (1989) notes that a sustained and institutional wide commitment to pluralism involves developing and implementing policies and procedures and continually monitoring their success. Conducting an

extensive institutional audit to assess the level of commitment to racial diversity by the governing board, the administration and each campus unit is essential for effective minority recruitment (Green 1989). Several checklists are suggested by Green (1989) to assist institutions enumerates certain policies, procedures or programs that institutions may have in place to enhance minority enrollment. Items included on the policies checklist relate to institutional commitment to minority enrollment and a periodic review of admissions criteria and practices to determine if they are consonant with increasing minority enrolment. Procedural checklist item include periodic departmental assessment of its effort to improve minority participation and the use of minority community advisory committees to expand contacts in the minority community and to strengthen the efforts to recruit minority students (Green 1989). One minority student recruitment strategy cited by Green (1989) is an outreach programs geared to the parents of middle school students to inform them of the opportunities available for their children and how to take advantages of those opportunities.

Chapter 3

METHODOLOGY AND PROCEDURES

Several procedures were used to complete this developmental practicum. A literature search was conducted to determine if models of black student recruitment programs appropriate for JSCC existed at other institutions. Literature relating to black student recruitment strategies utilized at four-year institutions were searched in addition to student recruitment strategies at two-year colleges. Upon completion of the literature review, relevant data were organized into categories of barriers to higher education faced by black students, national, state and institutional enrollment trends for black students and student recruitment strategies for black students.

A second procedure germane to the development of this practicum was to discuss previous and present strategies employed to recruit black students with the Director of Admissions at JSCC. Past and present recruitment strategies were also discussed with the student recruitment staff whose primary responsibility is to recruit students. These discussions were used to

guide the development of this student recruitment program.

Next, national, state and institutional enrollment trends from 1983 to 1992 were studied. Enrollment trends for black students and white students at JSCC were examined to ascertain if enrollment trends at JSCC were similar to national and State trends as well as to determine if identifiable institutional enrollment patterns existed.

Another procedure was developed to establish short and long term enrollment goals for black students. These enrollment goals reflected the "other race" enrollment goals established by the Tennessee Board of Regents as a part of compliance with the Settlement. Based on historical enrollment trends a timetable to achieve the enrollment goals was established.

Once enrollment goals were established, the next procedure was to actually develop the student recruitment plan for black students. The development of the student recruitment plan for black students was influenced by the literature review and discussions with the admissions staff at JSCC. The works by Taylor

(1987) and Green (1989) guided the development of checklists and work sheets to evaluate institutional policies and to present historical enrollment data. Literature presented by Taylor (1987), Green (1989) and Mulder (1991) proved to be valuable in the development of student recruitment strategies for black students.

A procedure was developed to evaluate the eventual success of the student recruitment plan. This procedure was also guided by the literature review and took into consideration previous enrollment trends at JSCC.

The next procedure was to submit a draft of the student recruitment plan to the Dean of Academic Affairs and the Director of Admission for review. Once feedback was obtained from those positions the plan was revised to reflect comments which were relevant to the development of the student recruitment plan.

The student recruitment plan for minority students resulting from the above procedures was mainly guided by the literature review. Prior enrollment patterns and discussions with the Academic Dean, the Director of Admissions and the student recruitment staff were also

instrumental in the development of the student recruitment plan.

Definition of Terms

Campus Climate - The policies practices and attitudes of administrators, faculty, and students within the college's environment that has the potential to enhance or impede each members ability to engage in the fullest development of his or her talents in a diversified setting.

Campus Visitation Program - A program whereby high school students are invited to tour the campus and meet with college faculty and enrolled students.

High School Visitation Program - A student recruitment activity which involves college recruiters visiting high schools for the purpose of discussing the educational opportunities at JSCC with high school students and counselors.

Minority Students - For the purpose of this study minority students refers only to black students.

Other Race Students - The nomenclature used in the Geier v Alexander decision which refers only to black students attending JSCC.

Assumptions

One assumption was that the faculty and staff will embrace and support a program to recruit minority students. A second assumption of this study was that the recommendations obtained from the Director of Admissions and student recruitment staff will be useful. Third, it was assumed that the feedback received from the Academic Dean will be reliable. The next assumption was that the enrollment goals and timetable evolving from this practicum will be realistic. Another assumption is that the enrollment patterns and the percentages of white and black students attending JSCC will not drastically change during the life of this student recruitment plan. The final assumption is that the instruments developed to evaluate the student recruitment plan will be appropriate as well as valid and reliable.

Limitations

A limitation of this study was that the student recruitment plan was developed specifically for Jackson State Community College. Therefore, the plan may not be appropriate for use at other institutions. Another limitation of the recruitment plan was that the student

recruitment strategies were directed toward first time college students and specific strategies were not developed to recruit transfer students or college dropouts. The study was further limited because future enrollments, gains or decreases, may be influenced by political and economic factors beyond the control of JSCC. Another limitation of the study is that gender specific student recruitment strategies were not a part of the plan.

Chapter 4

RESULTS

The literature review was completed and organized into three categories. The categories were, barriers to higher education faced by black students, enrollment trends for black community college students and student recruitment strategies for black students. Related literature from four-year and two-year colleges were sorted according to institution type.

A discussion with the Director of Admissions was conducted and the results of that discussion indicated that the Director was in favor of a student recruitment plan for black students. It was expressed by the admissions director that previous fragmented efforts had been made to recruit black students and that a black recruiter had been hired in 1986 to assist with black student recruitment activities. Specific strategies to recruit black student, however, had not been developed (J. Johnson, personal communication, February 10, 1993).

The Assistant Director of Admissions, who is black, has been assigned primary responsibility for recruiting black students. A discussion with the

Assistant Director of Admissions revealed that although responsibility for recruiting black students had been assigned to that position, that assignment was in addition to regular duties and responsibilities and, therefore, there was little quality time left to devote to developing specific strategies to recruit black students (M. Ray, personal communication, February 11, 1993).

The Assistant Director of Admissions also related that the institution established the Program for Academic and Career Encouragement (PACE) program in 1988 which is coordinated by that position. The purpose of PACE, "is to encourage eleventh and twelfth grade black students from five predominantly black high schools in JSCC's service area to strive for academic excellence and to facilitate their postsecondary and career plans," (M. Ray, personal communication, February 11, 1993).

Another existing student recruitment strategy, designed to ease the financial barrier faced by blacks pursuing higher education, provides financial incentives for black students wishing to enroll at JSCC. In 1986, the State of Tennessee, in an effort to

increase the number of black students in higher education established a program to provide scholarships for black students attending public supported institutions. JSCC, historically, has received funds sufficient to assist approximately sixty black students annually.

An examination of the literature which describes national and state and enrollment trends of black students attending community colleges disclosed that the State of Tennessee and JSCC has not necessarily mirrored national enrollment trends. While black student enrollment, between 1983 and 1989, at community colleges increased by 15%, on the national level, black enrollment at Tennessee community colleges actually decreased by 1 percent during the same period (see Appendix A). Black student enrollment at JSCC also decreased by 1 percent between 1983 and 1989 (see appendix B. Data was prepared depicting student enrollment at JSCC for the previous ten years, (1983 - 1992), was collected and analyzed to determine institutional enrollment trends for that period of time (see Appendix B). Other institutional data was collected and examineed to depict historic student

enrollment by academic unit (see Appendix C). Once enrollment trends were ascertained, enrollment goals for JSCC and a timetable to achieve those goals were established. The resulting black student enrollment goal for this student recruitment plan is to increase black enrollment to 21 percent of the total enrollment by fall, 1998 (see Appendix D).

Reviewing existing student recruitment strategies to attract black students to JSCC was the first step in developing the recruitment plan. This step was accomplished by reviewing previous and present marketing strategies used in the student recruitment activities. An integral part of developing this student recruitment plan was to devise a mechanism to examine the campus climate. An institutional audit was designed to assess JSCC's policies relative to minority participation. The resulting audit consisted of a checklist, adapted from the work of Green (1989), and designed to indicate the degree that JSCC's existing policies addressed the issue of black inclusion throughout the institution (see Appendix E). This audit was completed by the academic division chairs at JSCC. It was determined that the academic division

chairs had not developed minority goals or other specific plans to enahnce minority enrollment. Neither were there mechanisms in place, in any of the academic units, to monitor the minority enrollment of the respective divisions. Neither had an individual from any of the units been designated to review problem areas relative to minority enrollment and make recommendations for improvement.

A review of the contents of brochures and other institutional publications was conducted to determine if black students and employees were depicted in a manner that suggested a positive campus climate for black students. Institutional practices of placing advertisement in newspapers, radio and TV media, were also reviewed. The review of existing institutional publications revealed that little conscious effort had been made to specifically target blacks. A similar revelation resulted from reviewing the institution's practice of media advertisements.

Historically, recruiters have visited most high schools within the service area at least twice each academic year. However, there has been no special effort to identify black students during these visits.

Campus visitation programs are sponsored by the admissions office on a monthly basis and usually black students are in each group of visiting students and participate in the same activities as do the other prospective students. Although, in each instance, while special efforts have not been made to identify prospective black students during high school visits and campus visitation programs, blacks are afforded the same exposure and opportunity through these activities as other students.

One resulting strategy was to design a method to involve enrolled black students in the student recruitment process. Plans were devised for currently enrolled black students to accompany recruiters during selected high school visits and to serve as hosts for campus visitation programs, (see Appendix F).

Another student recruitment initiative resulting from this study was plans to expand the existing PACE Program to include ninth and tenth grade black youth (see Appendix F). The original plan was geared toward eleventh and twelfth graders. This strategy was designed to increase the potential pool of black students by informing them, early in their high school

careers, of the necessary admissions requirements and procedures and the academic offerings available at JSCC.

A final student recruitment strategy resulted in a plan to use black churches as a point of contact for student recruitment (see Appendix F). The strategies which emerged will expand the potential pool from which black students may be recruited.

Two methods of evaluation were developed in conjunction with this student recruitment program. First, a method was devised to evaluate each recruitment strategy. A description of these methods were incorporated into each student recruitment strategy. Second, An instrument was developed to evaluate the overall effectiveness of the student recruitment program. The resulting evaluation instrument will permit a comparison of student enrollment goals, by race, and actual enrollment for each year of the plan.

One minor revision to the student recruitment program was made based on the feedback received from the Dean of Academic Affairs. It was suggested by the academic Dean that data be included in the plan which

reflected historical enrollment by academic unit. This suggestion was incorporated into the recruitment plan, (see Appendix C.)

Chapter 5

DISCUSSION, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Discussion

The development of a student recruitment plan for black students at Jackson State Community College, from its inception was intended to increase the number of black students enrolled at the institution. A concerted effort was made to obtain available materials for the development of this student recruitment program. In order to assure that the contents of the workshop was sound and that the appropriate student recruitment strategies developed, input was obtained from the Dean of Academic Affairs, the Director of Admissions and the Assistant Director of Admissions. Pursuing this approach allowed for the presentation of practical suggestions and input from college officials.

The literature review provided invaluable information relating to barriers faced by minorities entering higher education and student recruitment stratigies used at other institutions to attract attract black students. For example, works by Green (1989), Taylor (1987) and Mulder (1991) were

instrumental in guiding the step-by-step development of the student recruitment program. It was gleaned from the literature search that varied student recruitment strategies are used at two-year and four-year colleges to increase minority enrollment.

The audit developed by Green (1989) proved very useful in assessing the College's written and unwritten policies pertaining to minority participation. Perhaps the most difficult obstacle encountered in the development of the student recruitment program was to develop a student recruitment program that could be effectively carried out with existing resources and personnel. Nevertheless, the student recruitment strategies embraced several strategies and activities described in the literature. The work of Williams and Cox (1991) proved particularly useful in developing the student recruitment strategies.

Conclusions

It was concluded that an essential element of an effective black student recruitment program is unwavering commitment and support of the college president, administration and faculty. The necessity of support to increase minority enrollment at the

highest administrative level is cited by Taylor, (1987) Green (1989) and Ray (1993). The student recruitment program must include strategies to increase the available pool of prospective students as well as continuing present student recruitment activities. One position should have the responsibility of coordinating all on-campus and off-campus black student recruitment activities as well as other related activities. Finally, the student recruitment program must be designed in a way to increase the available pool of prospective black students and the student recruitment strategies must be appropriate to actually attract those students to enroll at Jackson State Community College. Since financial assistance is necessary for many minority students to attend JSCC, financial aid packages must be developed which deemphasizes loans as a way to pay for education. This conclusion is supported by works by Jaschik (1990), Evans (1987) and "Financial Aid Affects (1990).

Implications

First, a recruitment plan which targets black students may increase the number of black students enrolled at the College. Second, a visible

institutional student recruitment plan directed toward blacks may be perceived as a positive institutional commitment to racial and cultural diversity by currently enrolled students. Third, increased numbers of black students may improve the campus climate for both black and white students. Fourth, increased black student enrollment may provide the impetus to attract more black administrators, faculty and staff. The importance of a positive climate in enhancing minority enrollment is noted by Taylor (1987), Green (1989) and Understanding Campus Climate (1991).

The individual responsible for coordinating the student recruitment program should be knowledgeable about admissions requirements, program offerings and one who can readily identify with the needs of black students.

The purpose and goals of the student recruitment program should be clearly articulated to college administrators, faculty, staff and enrolled students. Although the purpose and desired outcomes of the program is clearly articulated, there remains a risk that allegations of preferential treatment for black students will be leveled at institution officials by

students, college employees and/or outside entities. Despite the risk of criticism, however, a student recruitment program for black students is an essential component for increasing black enrollment and complying with the stipulations of Geier v Alexander.

Recommendations for the Improvement of Practice

There are several recommendations for future efforts to increase black enrollment at JSCC. (a) A comprehensive enrollment management program should be developed that will address the issue of student retention and progression as well as student recruitment activities. (b) Special student recruitment activities should be developed to recruit black students for the academic disciplines where black students are under represented or completely absent. (c) Specific student recruitment strategies should be targeted toward older black students. (d) Because black males are under represented in higher education (Cardenas & Warren, 1991), special strategies and efforts should be developed to increase the number of black male students. (e) Since there is a proliferation of unspoken and unexamined assumptions, myths, and values that define an institution, it may be

difficult to objectively assess the campus climate without outside assistance (Green, 1989). Therefore, it is recommended that a future research activity be considered to determine the proper methodology to study the campus climate at JSCC. (f) Each institution has certain unique characteristics and, therefore, in order to maximize effectiveness of the student recruitment program, the program must be institution specific. (g) One individual should have the responsibility of coordinating the black student recruitment program.

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APPENDIXES

APPENDIX A

Headcount Enrollment At Tennessee Community Colleges

1983 - 1991

	1983	1985	1987	1989	1991
Total	52263	46745	50092	58761	71315
White	44005	39733	42730	50887	60475
Black	8258	7012	7362	7874	10840
% Black	15.8	15.0	14.7	14.3	15.2

APPENDIX B

Historical Headcount Enrollment at

Jackson State Community College

1983 - 1992

	1983	**1984**	**1985**	**1986**	**1987**
Total	2966	2738	2458	2445	2835
White	2568	2400		2075	2447
Black	398	338	304	317	351
% Black	14	12	12	13	12

	1988	**1989**	**1990**	**1991**	**1992**
Total	2774	3010	3252	3332	3461
White	2410	2592	2784	2829	2925
Black	355	400	443	480	515
% Black	13	13	14	14	15

APPENDIX C

Jackson State Community College

Student Enrollment in Selected Majors

1988 - 1992

Major	1989		1990		1992	
	B	W	B	W	B	W
Agriculture	0	8	1	16	0	32
Data Processing	18	39	22	73	4	18
Electronic Tech	0	6	0	17	3	10
Mid-Management	5	39	17	82	10	80
Office Admin	7	12	15	23	12	34
** All Allied Health Programs	14	75	17	129	19	257
All University Parallel *	242	1333	236	1358	236	1119

B = Black

W = White

* Programs designed to transfer to four-year colleges

** Allied Health Program consist of Nursing, Radiography, Medical Laboratory Technician Program Technology, Respiratory Care Technology and Physical Therapy Assistant Program.

APPENDIX D

Jackson State Community College

Student Enrollment Goals
By Race

1993 - 2000

	1993	**1994**	**1995**	**1996**
Total	3540	3610	3708	3820
White	3505	3110	3217	3287
Black	535	560	605	670
% Black	15.1	15.5	16.3	17.5

	1997	**1998**	**1999**	**2000**
Total	3900	4010	4230	4340
White	3180	3212	3372	3430
Black	720	798	858	910
% Black	18.5	19.9	20.3	21.0

(APPENDIX E)

Institutional Audit of Existing Policies

If the answer to the question on the checklist is "yes," is the policy or strategy effective? How is its effectiveness assessed? Is outcome data available? If the answer is "no," would such an approach benefit JSCC?

	Yes	No
Is Increasing minority enrollment and participation an institutional priority?		
Has the governing board approved a policy designed to increase minority enrollment?		
Does the policy include specific goals?		
Has the policy been presented to the total campus community?		
Have the various academic units developed policies and plans to improve minority enrollment?		
Are the unit plans centrally monitored and coordinated?		
Do they regularly assess and report their progress to the President of the College?		
Are there regular reviews of institutional progress by the board and president?		
Are there individuals in each academic unit designated to identify problem areas and make recommendations for improvement?		

APPENDIX F

Black Student Recruitment Strategies For Jackson State Community College

Introduction

The student recruitment strategies contained in this document are designed to increase the number of black students enrolled at Jackson State Community College. The ultimate goal is to increase the black student enrollment to a level that is at least equal to the black population in the Colleges service area.

The student recruitment strategies contained herein were developed after a through review of past and present student recruitment practices at Jackson State. Some of the existing strategies will be modified and refined to optimize effectiveness. The high school visitation program which has been the most common form of student recruitment will be refined to provide more contact with prospective students.

Another student recruitment strategy which will be modified will be the campus visitation program. This program will be expanded to provide prospective minority students an opportunity for more interaction with black students, faculty and staff during the campus visit.

PACE, a program to increase college awareness among black youths will be expanded to include ninth and tenth graders. Providing awareness programs for students in the lower grades will heighten the prospective students' knowlege of entrance procedures which includes the application process and standardized testing requirments.

A new student recruitment strategy to attract black students is to provide college awareness programs for black churches in the service area. The area's black churches may prove to be a fertile environment which will enhance the Colleges's long-term student recruitment goals.

Each of the aforementioned strategies contain detailed plans for follow-up activities and an instrument for evaluation. These strategies represent a combination of modified existing strategies and one new strategy to recruit minority students for Jackson State Community College.

High School Visitation

Visits to service area high schools by the student recruitment staff is the premier method of identifying students to attend JSCC.

Procedures

Each of the high schools in the service area will be visited at least once each year. During the high school visit the recruiter will request that each prospective student who expresses an interest in JSCC complete a "Contact Card" which will contain the student's high school classification, name, address, telephone number, academic interest, sex and race.

The Contact Card will provide the mechanism to create a follow-up strategy and provide a tracking system that can eventually be used to determine the number of contacts, applicants and matritriculants from each high school. Visitation at high schools with a low student yeild will be discontinued or visited every other year. At the end of each recruitment year the yield will determine whether or not different strategies should be utilized or the visitiation discontinued altogether. High schools producing a good yield will be visited more often.

Those prospective students who identifies themselves as black will be placed on a special mailing list and will receive a personalized letter from JSCC's President of the Black Student Association (BSA). This letter will thank the prospective student for his/her interest in the College and invite them to campus for a program sponsored by the BSA. This program, sponsored by the BSA, is not designed to substitute for, or replace regularly scheduled campus visits where all prospective students will be invited to tour the campus and to talk with faculty, administrators and students. Rather, this programe will supplement the already existing program and provide an additional avenue to expose potential black students to JSCC.

A second follow-up procedure involves telephone contact with black prospective during the spring of each year. This contact will be made in the evening and will be conducted by JSCC students. The purpose of these calls will be to reinforce interest in the College, to answer any questions the prospective student may have and\or refer specific questions to the appropriate office for future follow-up.

The third follow-up procedure is to utilize a computerized database for high school sophomore and juniors. This data base will be created from the Contact Cards and

provide a mechanism to stay in contact with those underclassmen prospective students as they progress to the senior year.

Evaluation

At the end of each fall registration, the contact card database will be compared with admissions applications received and students actually matriculating. Thus a longitudinal snapshot can be obtained which reflects the number of prospective student contacts, admissions applications generated from those contacts, and the number of students who actually enroll from each high school.

Prospective Student Contact Card

High School _____ Grade _____

Social Security Number _____ _____ _____

Male ( ) Female ( ) Asian ( ) Black ( ) Hispanic ( )

White ( ) Other ( )

Name

_____
Last First M. I.

Address

_____
Number Street

_____
City State Zip

Phone

_____

Academic Interest (1)_____ (2)_____

OFFICE USE ONLY

Date Entered _____ by_____
Initials

HS Code Follow-up #1 _____
Date

_____

#2 _____
Date

#3 _____
Date

Campus Visitation Program

Procedures

Each prospective black student will be invited to visit JSCC's campus on one or more of the dates designated for open visitation. The designated visitation dates are the first Thursday of each month during the months of October, February and April.

Each campus visit will begin with a general orientation to JSCC, which will be held in the Science Building Auditorium. A representative from the Division of Arts And Science, Technology and Allied Health Programs will give a five minute presentation concerning their respective area. The presidents of the Student Government Association and the Black Student Association will discuss student life at JSCC and answer any related questions.

After the orientation session, the prospective student will be divided into small groups and each group will be assigned two or more tour guides who are members of the Student Government Association or the Black Student Association. During the campus tour, special efforts will be made to provide the prospective students an opportunity to meet black faculty and staff members as well as other students.

When the campus tour is completed, the prospective students will assemble in the Science Building Auditorium to hear presentations from the admissions office and the financial aid office. Each visiting prospective student will be given a Prospective Student Packet which will contain an admissions application, financial aid application, a College Viewbook and a postage paid reply card to request additional information. The admissions representative will discuss admissions requirements, admissions procedures, required entrance exams and answer any related questions at the end of the presentation. The financial aid officer will discuss the various kinds of federal, state and campus based financial aid programs. The financial aid application process will be explained and any financial aid related questions will be answered.

The prospective students will eat lunch in the campus grill, which is located in the Student Center. The student tour guides will be seated with their tour group and will joined by other enrolled black students. This setting will provide an opportunity for informal interaction between enrolled and prospective black students.

The final activity of the campus visitation program will be a question and answer session. Representatives from

Academic Affairs, Financial Aid, Student Services, Student Government Association and the Black Student Association will be present for this wrap-up session.

Evaluation

At the conclusion of the question and answer session, each visitor will be asked to evaluate the visitation program. The results of the evaluation will provide the framework to continually improve campus visitation programs.

The campus visitation program for black students is not intended to be a substitute for the existing campus visitation programs. Rather, the program is to supplement the existing program by providing an opportunity for prospective black students to meet and interact with faculty, staff and students with similar life experiences.

Tentative Campus Visitation

Activities And Schedule

Time	Location	Activity
9:00 A.M	SCI AUD	Academic Orientation
10:00		Break
10:15		Campus Tour
11:00	SCI AUD	Admissions and Financial aid
12:00	STU CTR	Lunch
1:00	SCI AUD	Questions and Answer Session
2:00	Campus Visitation Program Ends	

Evaluation of Campus Visitation Program

Please indicate the degree to which you agree or disagree with each of the following statements.

5	4	3	2	1
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

The session presented by the academic units was helpful

5 4 3 2 1

The session presented by the admissions office was helpful.

5 4 3 2 1

The session presented by the financial aid office was helpful.

5 4 3 2 1

The session presented by the Student Government Association was helpful.

5 4 3 2 1

The session presented by the Black Student Association was helpful.

5 4 3 2 1

Eating lunch with students enrolled at JSCC was a worthwhile experience.

5 4 3 2 1

The question and answer session was worthwhile.

5 4 3 2 1

Overall, the campus visit was a worthwhile and helpful event.

5 4 3 2 1

Please respond to the following questions. Use back of sheet if needed.

What did you like most about your visit to JSCC?

What did you like least?

What part(s) of the campus visitation program should be changed or eliminated?

What should be added as a part of the campus visitation program?

Strategies For Using Black Churches for Recruiting Black Students

Black churches can prove to be a valuable resource for identifying prospective black students. The coordinator of minority recruitment will contact the education minister (or equivalent at each of the larger black churches in the service area and request permission to present a College Awareness Program for the youth members and parents.

The College Awareness Program consists of presentations describing the admissions, requirements, admissions process and the importance of entrance exams, (ACT and SAT). Procedures and timetables for applying for federal financial aid programs will be stressed. A financial aid officer will be available at each program to answer specific questions concerning financial aid policies and procedures.

Although the awareness programs presented in the churches will be generic and not specifically to recruit students for JSCC, the exposure will serve to heighten the awareness of JSCC's existence and programmatic offerings. The programs will also provide prospective students and

their parents a visible and assessable higher education contact that may not have been previously available to the respective congregations. Additionally, these programs will serve to assist parents to help their younger children plan for college by encouraging the children to take the college preparatory courses while in high school.

At the conclusion of each college awareness program an evaluation program will be distributed to each program participant. The results of these evaluation will be used as a framwork to continually strenghten the program content and method of presentation.

Evaluation of College Awareness
Program
(Churches)

Please complete this evaluation form. Your cooperation will assist the staff at Jackson State Community College to determine the content and format of future programs.

Person completing form

Date_____ ( ) Parent ( ) Student

_____
Name of Church

Please indicate the degree to which you agree or disagree with each of the following statements by circling the appropriate number.

5	4	3	2	1
Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree

Part I
Admissions Requirements

The college representative explained the admissions requirements and procedures in a way that I could understand them.

5 4 3 2 1

The college representative explained the purpose of entrance examinations, such as the ACT and SAT in a way that I understood.

5 4 3 2 1

The college representative seemed to know what he/she was talking about.

5 4 3 2 1

The college representative was able to answer questions in a way that I could understand.

5 4 3 2 1

Overall, the session on admissions requirements was helpful.

5 4 3 2 1

Part II
Financial Aid Programs

The college representative seemed to know what he/she was talking about.

5 4 3 2 1

The college representative explained financial aid programs in a way that I could understand.

5 4 3 2 1

The college representative answered questions in a way that I could understand.

5 4 3 2 1

Overall, the session on financial aid programs was helpful.

5 4 3 2 1

Part III.
Overall Evaluation

Overall, the College Awareness Program was helpful.

5 4 3 2 1

I would encourage other adults and youths to attend future awareness programs.

5 4 3 2 1

Please respond to the following questions. if more space is needed, use back of page.

Please indicate the part(s) of the program that you liked most.

Please indicate the part(s) of the program that you liked least.

How can future programs be improved so that they are more helpful to youth and parents?

Copy for Revised Brochure, 1993

JACKSON STATE COMMUNITY COLLEGE

PROGRAM FOR ACADEMIC AND CAREER ENCOURAGEMENT

(PACE)

PACE is designed to encourage 9th, 10th, 11th and 12th grade minority students from five predominantly black high schools in the JSCC service area to strive for academic excellence and to facilitate their post-secondary and career plans.

OBJECTIVES

1. Assist students in meeting the necessary requirements for high school graduation and college matriculation;
2. Introduce students to a variety of careers and professions that minority persons are now pursuing, and create mentor/role modeling relationships;
3. Help students explore various career and professional opportunities; and

4. Acquaint students with JSCC's educational programs as well as admission procedures, scholarship opportunities and financial aid programs.

SELECTION OF PARTICIPANTS

Approximately two hundred (200) 9th, 10th, 11th and 12th grade students will be selected to participate in PACE. High school counselors, principals, teachers, area ministers, and PACE mentors will be asked to recommend students who will benefit most from the program.

PROGRAM ACTIVITIES

During each academic school year, two major workshops will be conducted. One workshop will be held during the Fall Semester and the second one during the Spring Semester. The workshops will be conducted on the campus of Jackson State Community College. Transportation will be provided for participants. The workshop activities will include interactive sessions geared to address the following issues:

1. Setting the "right PACE" for careers and professions for the year 2000;

2. How high school courses affect admissions to college and other post-secondary institutions;
3. The importance of an preparation for the ACT; and
4. How mentors/role models can help set the "right PACE" for a bright future.

Lunch and recreational activities will also be provided. The Spring Workshop will convene on JSCC's campus during its homecoming weekend. The topics to be addressed include the following:

1. An essay contest entitled "Setting the Right Pace" with scholarships as prizes for first, second, and third place winners;
2. Reports of participants' involvement with their mentors/role models;
3. A continuation of preparation (and significance) for the ACT as well as information for students who have already tested;
4. How to apply for college admission, scholarships and financial aid; and
5. Planning as academic program for the student's career and profession.

Lunch will be provided, and participants will be special guests at the homecoming basketball games and dance.

PACE MENTORS

PACE mentors/role models are minority men and women who are successful in their chosen careers and professions. These persons represent a wide variety of career fields including medicine, dentistry, education, law, engineering, television, radio, newspaper and entrepreneurship. PACE mentors are obligated to the importance of higher education and will share their experiences, give career advice, and encourage excellence in all endeavors.

Marketing

A key element in marketing the College to minority students is to ensure that minority presence adequately represented in pictorial spreads in all college publications such as catalog, viewbook and other brochures used to market the College. Care must be taken to depict minorities in academic pursuits as well as athletic and other extracurricular endeavors. Mechanisms must be developed to permit minority students to editorialize the "minority view" of important issues at JSCC.

Externally, the institution must utilize the local black newspaper and black oriented radio stations to reach the segment of the black population. The adds placed with the black media must be sincere, positive and not condescending.

Annual Evaluation of Progress Toward

Meeting Enrollment Goals

YEAR	Enrollment Goal	Actual Enrollment
1993		
1994		
1995		
1996		
1997		
1998		
1999		
2000		